

# Literacy, Language and Learning (L3) Initiative

## Workplan

October 1, 2013 – September 30, 2014

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## ACRONYMS

BCC	Behavior Change Communications
CBF	Community Based Facilitator
CEFR	Common European Framework of Reference
CML	Community Mobile Library
Concern	Concern Worldwide
CPMD	Curricula and Pedagogical Materials Department
DDG	Deputy Director General
DG	Director General
DFID	Department for International Development
DOS	Director of Studies
EDC	Education Development Center, Inc.
ESL	English as a Second Language
ESSP	Education Sector Strategic Plan
FARS	Fluency Assessment in Rwandan Schools
HNI	Human Network International
IBB	International Book Bank
IEE	International Education Exchange
IT	Information Technology
KIE	Kigali Institute of Education
LARS	Learning Achievement in Rwanda Schools
L3	Language, Literacy and Learning Initiative
MINEDUC	Ministry of Education
M&E	Monitoring and Evaluation
NGO	Non Governmental Organization
P1-6	Primary One to Six
PCV	Peace Corps volunteer
PMP	Performance and Monitoring Plan
PTC	Parent Teacher Committee
REB	Rwanda Education Board
REPS	Rwandan English Proficiency Standards
RFP	Request for Proposal
SBMP	School-based Mentoring Program
TAC	Textbook Approval Committee
TDM	Teacher Development and Management
TTC	Teacher Training Colleges
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
VSO	Voluntary Services Overseas

# SUMMARY

The Language, Literacy and Learning Initiative (L3L3) is a 5-year program financed by the United States Agency for International Development (USAID) and implemented by the Education Development Center, Inc. (EDC), with technical assistance from Volunteer Services Overseas (VSO), Concern Worldwide (CW), International Educational Exchange (IEE), and Never Again Rwanda (NAR). The implementation dates are August 2011 – January 2017. The L3 initiative's goal is to strengthen teaching and learning so that children leave primary school with solid literacy/numeracy skills.

The initiative has five principal objectives:

- **Improve the quality of reading, mathematics and English teaching in P1 to P4.** The L3 initiative trains teachers trained in how to implement the new, evidence-based reading and mathematics teaching strategies and how to use associated L3 instructional materials effectively. The initiative also initiates activities to motivate teachers and improve their working conditions.
- **Improve the availability of teaching and learning materials.** The L3 initiative provides teachers with instructional materials keyed to the new instructional practices. It also increases the availability of reading material by distributing over one million supplementary books. Finally, it introduces accessible and sustainable technologies (audio, cell phones, video) to enrich students' learning.
- **Support the teaching of English and the transition to English as the language of instruction in P4.** The L3 initiative will produce interactive audio instruction (IAI) programs for English as a second Language to develop students' and teachers' English communication skills and support their gradual transition to English as a language of instruction.
- **Strengthen Ministry capacity.** The L3 initiative embeds literacy/numeracy specialists in the central Ministry and the 13 TTCs, providing day-to-day support in literacy/numeracy and teacher training reforms.
- **Improve equity in education.** The combination of scripted teacher lessons and IAI programs ensures that all students – those in urban areas as well as those in the most remote regions - receive equal access, each day, to quality instruction. Their teachers also receive ongoing training in effective and inclusive instructional practices. The program targets additional resources and support to students in disadvantaged areas.

The following workplan details targets and activities for the third year of implementation (October 1, 2013 – September 30, 2014).

# ACTIVITIES IN 2013-2014 (FY14)

This document presents the L3 initiative's activities and planned outputs for Fiscal-Year 2014. It is organized by results. Each result is broken down into its contributing activity sets, or components, and each component is described in terms of its FY14 activities. Finally, each planned activity for FY14 is summarized by an expected output for the fiscal year. These outputs contribute to the broader, program-level outputs and outcomes for L3 as a whole.

At the end of the document, we summarize planned FY14 outputs and activities by result and activity, and state the timeframe within which we expect each activity to be completed. This summary table links back to the broader initiative-level set of outputs and outcomes presented in the L3 Performance Monitoring Plan (PMP).

## Administration and Management

The L3 Administration and Finance Management team will continue to reinforce the administrative and financial procedures and policies. This includes preparing and submitting detailed monthly financial statements and projections for home office review, staffing the initiative for the roll out plan and submitting financial accruals to USAID on a quarterly basis. Technical partners will continue to submit detailed quarterly reports for inclusion in the L3 quarterly and annual reports prepared and submitted to both USAID and the Rwanda Education Board (REB). These reports, as well as the financial accruals, will serve as the basis for the quarterly portfolio reviews organized by the L3 Project Director. These reviews will focus on examining progress to date with respect to the annual work plan and identifying, if necessary, measures to address identified concerns.

To ensure ongoing monitoring of the work plan and expected deliverables, the L3 administration and finance team will continue to organize monthly meetings with all L3 implementing partners. During these meetings, implementing partners will report on activities initiated over the previous month as well as those expected to be carried out in the upcoming month, identify challenges encountered, and engage in joint problem solving to address outstanding issues in a timely manner.

The new Chief of Party and Technical Director will take up their posts in the first quarter of the year. A Program Coordinator and five provincial coordinators will be recruited to support the national roll out.

### *Outputs for Administration and Finance Management*

- Monthly financial statements and projections are completed and submitted on time

- Quarterly accruals are prepared and submitted to USAID on a timely basis
- Detailed and high quality quarterly and annual reports are prepared and submitted on time
- Quarterly portfolio review meetings are organized and used to identify successes, as well as measures that need to be implemented to ensure work plan is completed
- Monthly meetings are organized with L3 subcontractors to review progress
- New COP and Technical Director in post
- Program Coordinator and five provincial coordinators recruited

### **Ministry of Education/Rwanda Education Board Partnership Building**

To ensure continued Ministry and Rwanda Education Board (REB) involvement in all aspects of program design and implementation, the L3 initiative will continue to work in close collaboration with the three primary departments of REB for all L3-related activities: Curriculum and Pedagogical Materials, Quality Standards and Teacher Development and Management.

In terms of technical partnerships, L3 will continue to provide support as needed to REB to advance key policy and technical initiatives. This includes co-chairing the School-based Mentoring (SBM) technical working group, participating in the Continuous Professional Development task force, the National Story Writing Competition, the Rwanda Reads Initiative task force and the Rwanda Reads Steering Committee.

The L3 senior management team will meet at least quarterly with the REB Director General to review progress and challenges over the quarter and identify ways of reinforcing the current partnership.

On pre-service teacher education, L3 will develop a concept paper and discuss with KIE and REB how to link the TTCs with new developments in the school system.

#### *Outputs for Ministry of Education/Rwanda Education Board Partnership Building*

- Continuous Professional Development (CPD) task force meets regularly to coordinate efforts and respond to REB emerging priorities
- School-based Mentoring Technical Working Group (SBMTWG) meets regularly to support TDM in developing policies and procedures for roll-out of SBM program
- Rwanda Reads Technical Committee meets regularly to advance Rwanda Reads Initiative
- Rwanda Reads task force meets regularly to advance Rwanda Reads Initiative multi-year strategic plan
- National Story Writing Competition committee meets regularly to plan and implement the competition.
- Quarterly meetings held with REB DG to review progress
- Concept paper on pre-service teacher education developed and discussed with KIE and REB

### **Communication**

In year 3, communications priorities concern the national rollout of L3 interventions, specifically for L3 instructional materials and the School-based Mentoring Program, as well as Rwanda Writes, and the National Story Writing and Poetry Competition, which is due to launch in January 2014. These are opportunities for L3 to communicate key messages about literacy and numeracy, and pedagogy to education officials and the general public.

Communications strategies will be developed for these projects and the L3 website. At least one success story will be produced each quarter, and the joint REB-L3 newsletter will be published four times during the year. Engagement with media outlets will be an important channel for distributing messages.

Additionally, as results from L3's first impact evaluation are published, L3 will develop one-pagers highlighting initial successes from the project. As always, L3 will ensure that REB receives L3 quarterly reports.

### *Outputs for Communication*

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- Put in place a communications plan for L3 national rollout, story writing competition and school-based mentors
- Maintain/expand upon L3 and RR website
- Produce articles on L3-supported initiatives for publication in local media outlets
- Produce quarterly newsletter with REB
- Success stories developed and submitted to USAID each quarter (1 story per quarter)
- Quarterly reports distributed to DG and DDGs, REB
- Develop one-pagers on project results

## **Result 1: Improved quality of teaching**

### **Activity 1.A: Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision.**

In Year 1, L3 supported the development of draft national standards for reading (Kinyarwanda and English) for P3 and P5. In Year 2, L3 developed criteria for grade-appropriate reading texts for these languages and grade levels, working with REB technicians to develop texts aligned with these criteria, and used these texts to collect fluency and comprehension data from a nationally-representative sample of P3 and P5 students. The results allowed the REB to conduct an initial validation of the draft national reading standards established in Years 1 and 2. In Year 3, L3 and the REB will collect additional fluency and comprehension data to further validate the reading standards at P3 and P5.

In addition, L3 will continue to work with the CPM, TDM, Quality Standards and Evaluation, and Examinations and Accreditation departments of REB to develop draft standards for mathematics (numeracy), as well as performance tasks to evaluate progress with respect to these standards.

Once developed, these standards will contribute to the development of the revised P1 to P6 mathematics curriculum.

The national standards in reading and mathematics serve as critical reference points for the development of simple diagnostic tools for each term of P1 and P2 that teachers (or community members) can use to monitor students' progress in reading and mathematics. The tools have been incorporated in the teacher's manuals for those grade levels. In Year 3, teachers and head teachers will be trained to use these tools through the School-based Mentoring Program (SBMP). The tools will also be shared with Never Again Rwanda, the local NGO recruited to design and implement a community volunteer program (see 1.F below).

The draft national standards for reading and mathematics communicate a vision of effective literacy and numeracy instruction. In Year 3, L3 will work with CPMD and CFBT, the consulting company recruited by UNICEF, to support the development of the revised curriculum and to ensure that this vision is embedded in the curriculum. This will include identifying the process that will be used to support the curriculum revision process and leveraging L3 resources to support this process. This will become clearer after the November 2013 curriculum review conference, and L3 will then put in place a program to mobilize those resources.

#### *Outputs 1.A:*

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- National reading standards for P3 and P5 Kinyarwanda and English validated
- Finalize national standards for mathematics in P1 to P6; performance tasks to measure progress with respect to these standards developed and finalized
- Classroom and school-based P3 and P4 tools to measure progress with respect to those standards developed and distributed to L3 schools
- Participate in the National Curriculum Conference
- Terms of reference and initial strategies for L3 support to curriculum revision process developed

#### **Activity 1.B: Develop an instructional package keyed to the new standards**

In Year 2, the L3 team produced P1 and P2 mathematics, English and Kinyarwanda materials.

In Year 3, the L3 team will work with CPMD to finalize the scope and sequence, master plans, and lesson materials for P3 English, Kinyarwanda and mathematics. Following the curriculum review conference, the L3 team will work with CPMD to draft and develop an instructional framework for P4 English and mathematics, including the materials that will further facilitate the transition from Kinyarwanda to English as the medium of instruction in P4.

#### *Output 1.B:*

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- Materials for P1 and P2 approved, printed and distributed
- Scope and sequence for key P3 skills in English, Kinyarwanda and mathematics finalized
- Materials for P3 developed and approved
- Scope and sequence for key P4 skill in English and mathematics finalized
- Materials for P4 developed and approved



## **Activity 1.C Complete School-based Mentoring (SBMP) framework and train mentors**

In year 2, L3 supported implementation of the School-based Mentoring Program (SBMP) by developing a five-year costed strategic plan, which the Rwanda Education Board (REB) adopted as one of the appendices to the national Education Sector Strategic Plan (ESSP). The plan outlines short and long term priority activities that have to be prioritized in light of available technical and financial resources to support implementation of the SBMP.

L3 will continue support of the SBMP technical working group, helping to develop and manage its agenda, co-chairing the working group, and following up on the implementation of action items. In-house, L3 will continue to provide administrative and logistical support to the Teacher Development and Management Department (TDM) during recruitments of senior and school-based mentors.

In year 3, L3 will further support implementation of SBMP by providing capacity to support country-wide stakeholders meetings aimed at improving support for SBMP. Awareness meetings will be held with District Education Officers, Sector Education Officers, head teachers, deputy head teachers and teachers on the intention of SBMP and its implementation.

In addition to supporting national awareness for SBMP, L3 will support development of a monitoring and evaluation strategy for SBMP.

L3 will collaborate with International Education Exchange (IEE) to develop phases 2 and 3 training modules on effective mentoring principles for senior and school-based mentors. L3 will develop self-directed video modules to train senior and school-based mentors on effective delivery of literacy and numeracy classes in lower grades. These videos together with specific training materials on L3 literacy and numeracy materials will be loaded onto netbooks for all mentors, to accompany country-wide launch of L3 materials.

Throughout 2014, L3 will support the Ministry in implementing and monitoring SBMP.

### *Outputs 1.C:*

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- Validated stakeholder responsibilities document indicating particular stakeholder's contribution to nation-wide implementation of SBMP
- Broad monitoring and evaluation strategy for SBMP validated
- Additional senior and school-based mentors recruited to complete full SBMP population
- Phases 2 and 3 training modules on principles of effective mentoring validated by REB
- Self-directed video modules developed to support SM and SBM training, as well as teacher trainings facilitated by SBMs
- SMs and SBMs trained in effective mentoring practices
- 21 interactive video-based resource packs developed and validated
- Video viewing systems procured and distributed to SBMs and SMs: Netbooks and PICO projectors for all mentors
- Senior and school-based mentors trained on L3 materials

- Feedback from mentors on implementation of materials nationally

### **Activity 1.D: Roll out the SBMP**

Early in Year 3, L3 will train senior mentors on L3 new instructional materials, preparing them to cascade the same training to school-based mentors who will carry on the same training to teachers country-wide ahead of the country-wide roll out. L3 will use specific literacy and numeracy self-directed video modules to train senior mentors, demonstrating effective teaching practices. The same videos will be loaded onto video viewing systems to be distributed to school-based mentors. At the beginning of the school term in 2014, school-based mentors will conduct trainings for P1 and P2 teachers country-wide on P1 and P2 materials. After these trainings, school-based mentors will continue to carry out school-based trainings for teachers to reinforce their understanding of the materials and recommended modalities of implementation. L3 will work with senior mentors to support school-level country-wide trainings to ensure effective implementation of materials.

As P3 materials get completed, L3 will train senior and school-based mentors in the 90 schools on the materials so that they support pilot implementation in the 90 schools in Gasabo, Bugesera, Rulindo, Huye and Karongi districts. Throughout 2014, L3 Monitoring and Evaluation (M&E) team will work with the technical team, supported by L3 School-based Mentoring Task Manager to collect data on implementation of the materials. Overall, L3 School-based Mentoring Task Manager will support bi-weekly (once every two weeks) meetings of SBMs with their SMs, and assist the SMs in conducting visits to SBM work sites. These visits will also serve to monitor the implementation of the SBMP country-wide.

#### *Outputs 1.D*

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- P1 and P2 teachers trained by SBMs in use of L3 materials
- Training manuals for P3 content finalized and validated by REB
- Senior and School-based Mentors in the 5 districts trained on P3 content
- SMs conduct biweekly meetings of SBMs to reinforce skills and understanding
- SBMs conduct regular meetings of P1/P2 teachers and classroom visits to reinforce use of materials

### **Activity 1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs.**

In Year 3, L3 will provide the TTCs with copies of the new P1 and P2 instructional materials. L3 will train VSO volunteers based in TTCs with training on the new materials. The volunteers will then provide follow up training to TTC tutors on the materials. They will also follow up on the Math Camps with the CPMD and they will organize additional Math Camps.

The VSO volunteers in the TTCs will continue to organize Writers' Workshops for their students to introduce them to story writing and the power of story in early primary reading programs. The stories produced will be edited and published.

### *Outputs 1.E*

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- L3 P1 and P2 instructional materials distributed to all 13 TTCs
- TTC instructors and VSO volunteers trained on L3 instructional materials
- Math Camp tool kit revised and presented to CPMD
- Math Camps organized for teachers and student teachers
- Writers' Workshops organized in TTCs
- Best products from Writers' Workshops edited and published

### **Activity 1.F Pilot initiatives to improve teachers' motivation and working conditions**

The L3 Initiative has been working with Never Again Rwanda (NAR) to develop and implement (NAR) a training program for those interested in becoming literacy/numeracy volunteers. The program includes training in how to: 1) make low-cost instructional materials, 2) use L3 instructional materials to support student learning, and 3) use simple L3 tools to assess students' early reading and numeracy skills. A short term VSO volunteer with experience in community mobilization will be recruited to support NAR in getting the program off the ground as quickly as possible.

L3 implementing partner Concern Worldwide will also develop and implement training modules for Parent Teachers Committees (PTCs) in 2013 L3 schools. The modules will reinforce PTC management capacity, as well as their ability to identify and initiate teacher-motivation activities related to literacy/numeracy and English, including launching income-generating activities to subsidize teacher housing, professional development activities or income levels.

In Year 2, L3 implementing partner Concern Worldwide developed and implemented training modules for Parent Teacher Committees (PTCs) in 2013 schools. These modules were adapted from a more comprehensive training for PTC's, previously developed by Concern, to fit into a shorter training time allocation, with a focus on the priorities of the L3 program around school-community partnership. One of the key modules is teacher motivation.

Year 3 activities will involve an expansion of the initial roll-out of the module on teacher motivation, focusing on reaching primary school PTCs in the Southern Province of Rwanda. In addition, the module itself will be submitted to the EDC technical team and the Rwanda Education Board for review and validation.

In Year 3, Concern Worldwide will actively seek to collaborate with other L3 partners active in the community, to help support the follow-up and support to PTC members in the development and implementation of their action plans. This will include but will not be limited to VSO volunteers; Peace Corp Volunteers, Never Again Rwanda; School Based Mentors; Provincial Coordinators; and relevant local government authorities. This will be in an effort to foster better engagement at the community level with complementary activities on the ground, as well as responding to the human capacity gaps that the Concern Worldwide team has to follow-up in

the community with the PTCs, post training, which is critical to ensure impact and sustainability of the interventions.

At the end of Year 2, Concern Worldwide has identified PTC's that have effective action plans in the areas of teacher motivation; equity in education and community support to literacy. At the start of Year 3 (Q.1 2013), L3 will distribute small grants to schools to support the implementation of these plans.

To encourage SBMs to provide the level of training and follow up support to teachers on the use of the new L3 materials, each district will receive an annual grant that SBMs can access to offer credentialed training programs for P1 to P4 teachers in effective reading and English instruction. The grants will be managed by the Districts, under the direction of the provincial coordinators. Teachers who complete all of the identified trainings each year will receive a certificate.

#### *Outputs 1.F*

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- Literacy volunteer program developed and implemented.
- Modules to train volunteers developed and implemented in L3 schools
- VSO volunteer recruited to support local NGO
- Modules to reinforce PTC management capacity developed and PTCs trained in how to initiate teacher motivation activities in L3 schools
- Grants distributed to schools and/or sectors that implement outstanding programs
- Modules on teacher motivation submitted to EDC technical team and REB for review and validation
- Introduction of L3 and Concern Worldwide to 7 new Districts in the Southern Province
- Modules and Training rolled-out to PTCs in schools in the Southern Province
- Collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Grants distributed to schools that have strong action plans, implementing activities around the 3 key priorities

## **Result 2: Improved availability and use of teaching and learning materials**

### **Activity 2.A: Provide all teachers and students with a comprehensive package of learning materials**

In Year 2, the L3 team produced, piloted, and revised the P1 and P2 materials in English, Kinyarwanda, and mathematics. These materials will be submitted to the REB Technical Advisory Committee (TAC), and revised in line with their comments in the first quarter of the year. They will then be prepared for printing and distribution.

The L3 team will distribute P1 and P2 instructional materials for Kinyarwanda (IAI programs, teacher's manuals, read-aloud stories, decodable texts, and audio stories), English (IAI programs,

teacher's manuals, and decodable texts) and mathematics (IAI programs and teacher's manuals). The materials will be bound by term (i.e., terms 1, 2, and 3 packages) and distributed to over 2,000 schools, along with cell phones, SD cards and speakers.

In Year 3, the team will complete the development of P3 and P4 materials. This will include doing audience research in P3 and P4 classrooms, and working with CPMD to finalize a scope and sequence for the materials. The materials development team will draft the P3 materials and conduct formative evaluation in some of the schools which piloted the P1 and P2 materials and the materials will be submitted to TAC for approval term by term.

Development of the P4 materials will commence once the Ministry's curriculum review process has started.

L3 will support REB in the design and implementation of the national story writing and poetry competition, Rwanda Writes.

#### *Outputs 2.A:*

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- P1 and P2 instructional materials and audio players distributed to over 2,000 schools.
- P3 and P4 materials developed and ready for distribution.
- National story and poetry writing competition conducted and stories selected for read aloud books.

#### **Activity 2.B: Pilot additional innovative tools and materials, particularly in rural and low-income regions**

L3 will explore the possibility of working with Human Network International (HNI) to explore how cellphones, and in particular SMS, can be used to provide additional support to the implementation of enhanced literacy/numeracy programs in rural or low-income schools. This will include negotiating preferred rates with local cellphone providers and piloting an SMS-based system to: 1) both disseminate or receive information/data about program implementation and 2) provide teachers and students with follow-up reading and mathematics learning activities.<sup>1</sup>

The procedures manual for launching and managing a community mobile library (CML) will be submitted to REB for its review and approval. Through the course of the year a second tranche of local reading materials will be purchased and at least 20 new libraries will be launched. L3 will conduct an orientation for additional civil society organizations interested in sponsoring a CML. Following identification of interested CSOs, a MoU will be signed between EDC and CSOs and the books will be distributed. Data on community mobile library implementation will be collected and analyzed.

The first consignment of books for TTCs from the International Book Bank arrived in September. These will be distributed to all 13 TTCs in Q1 of FY 14. Additional books will be obtained for inclusion in book fairs scheduled to take place in Year 3.

#### *Outputs 2.B:*

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- SMS system for disseminating and receiving information on L3 initiative activities and for providing teachers and students with follow-up mathematics, reading and ESL activities developed and piloted in field test schools.
- Preferred rate for Ministry-approved mobile phone-based educational activities negotiated.
- CML procedures manual finalized and validated.
- 20 new mobile libraries launched.
- Priority materials for inclusion in International Book Bank shipments identified.

#### **Activity 2.C: Support student, teacher and community production of low-cost/no-cost materials.**

In Year 2, VSO volunteers trained student teachers, SMs and SBM on how to make and use low-cost/no-cost instructional materials to support literacy and numeracy.

In Year 3, SBMs will use many of these methods to organize regular “make and take” sessions for teachers and community volunteers to show them how to build and use low-cost or no-cost materials for their classroom. The sessions will provide the basis for the development of a video-module that SMs, SBMs or VSO volunteers can use to organize regular “make and take” sessions during the rollout phase.

In Year 3, the L3 initiative will also lay the foundation for the distribution of teacher (and potentially student)-authored materials by negotiating with the Ministry to have locally-developed materials produced during Writers’ Workshops, Math Camps or National Competitions. L3 will collaborate with CPMD to evaluate the list of resource materials that districts can purchase with their annual textbook budget. A short term (six-month) VSO volunteer will be recruited for CPMD to lead this process.

#### *Outputs 2.C:*

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- Student teachers and SMs/SBMs in L3 target schools trained in how to make and use low-cost/no-cost materials to support early literacy and numeracy programs
- Video-module on how to make and use low-cost/no-cost materials developed and available for use by SBM and SMs
- Regular “make and take” sessions organized for teachers in field school
- Policy in place for inclusion in Ministry list of authorized resources locally-produced materials validated by REB

## Activity 2D: Promote a culture of reading.

In Y3 Concern Worldwide expand the initial implementation of the module on literacy in the community, focusing on reaching primary schools in the Southern Province of Rwanda. The module will be submitted for technical review and validation by the EDC technical team and the Rwanda Education Board.

In Y3, Concern Worldwide will actively seek to collaborate with other L3 partners active in the community, to help support PTC members in the development and implementation of their action plans. (see 1F above)

VSO volunteers will also launch local campaigns to promote reading, built around the key messages. VSO literacy volunteers in TTCs will extend this campaign to schools in the TTC catchment area.

Throughout Year 3, Concern Worldwide will collect data to document community involvement activities in order to identify key steps for a countrywide rollout of the initiative. Information collected in Year 2, on community involvement activities have been synopsized and included in the various training modules, to help inform PTCs about what kind of community-led interventions/innovations are being carried out across the country, which can be replicated elsewhere. In Y3, Concern has initiated discussions on developing videos on the three key themes which will be produced in the first quarter of Y3.

The Behavior Change [Communication \(BCC\)](#) materials developed, based on the research around community barriers and opportunities to literacy were submitted to REB for approval in Y2. It is expected that they will be finally approved for production and dissemination in the 1<sup>st</sup> quarter of Y3. Following approval, the materials will be disseminated via Concern staff and Community Based Facilitators, during the training of PTC members. This will ensure that the BCC messages can be integrated to the training of PTC's, supported by a clear behavior change communication strategy. Given that a number of partners appear to be working on similarly BCC strategies, Concern will collaborate with other L3 partners on this, to make sure that there is consistency of messaging and strategy..

### *Outputs 2.D:*

- Key messages identified for inclusion in national, regional and local campaigns.
- VSO, SMs, SBMs and PTCs trained in key messages around literacy and learning (positive attitudes and behaviors)
- Training modules for community members to support literacy developed
- Local campaigns based on key messages to promote reading launched in schools in TTC catchment areas
- Module on community support to literacy submitted to EDC technical team and REB for review and validation
- Module and Training rolled-out to PTCs in schools in the Southern Province



- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Monitor implementation and impact of PTC action Plans around teacher motivation and provide at least one case study to EDC
- Procure and Print BCC Materials, once approved by REB, and develop a distribution plan (via Concern staff and CBF, commencing in the Southern Province)
- Integrate the BCC materials into the PTC training
- Monitor the impact of disseminated messages
- Collaborate with other L3 volunteers on ensuring a consistent behavior change communication strategy and seek ways to capitalize on other L3 partners' activities in the community around literacy activities

### Result 3: Support for English

#### Activity 3.A: Develop a program to transition teachers (and students) to English as a language of instruction

In Year 3, the L3 team will distribute and implement the P1 and P2 English materials and monitor their implementation. The materials development team will develop P3 and P4 instructional materials English (IAI programs, teacher's manual, decodable texts). The materials will be bound by term (term 1 package, term 2 package, term 3 package) and distributed to schools, along with phones, SD cards and speakers. Throughout the year the team will monitor the implementation of P3 materials in selected schools and identify adjustments that need to be made prior to the nation-wide rollout in January 2015.

##### *Outputs 3.A:*

- P1 and P2 English instructional materials and audio players distributed nationwide
- P3 English materials developed and piloted in 90 schools
- P4 English materials developed and ready for piloting

#### Activity 3.C Use the SBMP to reinforce teachers' English

In year 2, L3 implementing partner VSO recruited an English language specialist to develop self-assessment tools. In Year 3, L3 will maintain the services of the volunteer under different contractual arrangements, to implement the proposed full national launch of the tools to take place, subject to REB approval. Extra training on the practicalities of using the tools will be provided and monitoring of the implementation will take place. The launch of the Basic User tools (CEFR A1/A2 REPS 1-2+) will take place at the start of the academic year and will result in all teachers in SBMP being graded at a certain level for their English skills, with the Independent User tools launched at the start of the second term (CEFR B1/B2 REPS 3-4+). These grades will inform training in English delivered by the SBM, who will also monitor progress in English language skills.



EDC/L3 will work on linking content to the REPS levels by developing a bank of English training materials. These materials will be loaded onto the netbooks of the SBM and become a valuable and sustainable resource for SBMs and teachers.

### *Outputs 3.C*

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- Diagnostic testing of all teachers in SBMP
- Refined senior mentor and SBM training manuals for assessment tools.
- A resource bank of English language content and materials for SBMs
- Record mechanisms to track teacher progress

### **Activity 3.D Revise the existing English curriculum**

The development of the scope and sequence for P1 to P4 provides L3 with an opportunity to review the existing ESL curriculum with the Ministry to determine the extent to which it aligns with the new student performance standards and supports the transition to English as a language of instruction in P4.

In Year 3, L3 will begin by participating in the curriculum conference in November. This work will lead to L3's collaboration with CPMD in supporting the curriculum revision process and in identifying strategies that ensure that effective literacy instruction is embedded in the revised curriculum. L3 will put in place a program to mobilize its resources to support this process.

### *Outputs 3.D*

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- Terms of reference for L3 support to curriculum revision process developed
- Curriculum conference supported through technical assistance
- Technical support provided for curriculum revision process

## **Result 4: Strengthen Ministry Capacity**

### **Activity 4.A: Strengthen REB central capacity**

In Year 3, L3 will continue to participate in a number of REB task forces and working groups – Continuous Professional Development Task Force, School-based Mentors Technical Working Group, Rwanda Reads Task Force and Technical Committee, and the Curriculum and Assessment Task Force.

### *Outputs 4.A:*

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- Ministry task forces and working groups operate successfully
- See above list

### **Activity 4.B. Transform TTCs into centers of excellence for literacy/numeracy.**

In Year 3, additional VSO volunteers will recruit and will be assigned to each TTC to support the implementation of the new English and language methods courses. The volunteers will co-teach the courses, initiate activities at their respective TTCs to support the development of a culture of reading, organize school outreach programs (see 2.D above), and organize Math Camps and Writer's Workshops for TTC instructors and student teachers.

The books obtained through the International Book Bank will be distributed to all thirteen TTCs to provide resource materials for both student teachers and lecturers.

#### *Outputs 4.B*

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- TTC instructors trained on new courses
- VSO volunteers appointed to every TTC
- Programs initiated at TTCs to transform TTCs into centers of excellence for literacy and numeracy
- Lecturers and student teachers have access to reference books

### **Activity 4.C. Develop tools and systems for monitoring teacher practices.**

In Year 3, L3 will facilitate the development of a criterion-referenced observation tool that will allow SBMs to evaluate the extent to which desired practices are evident in classrooms. The use of the tool will identify what teachers need to focus on to align their practices with the commonly-held vision of effective instruction. This will entail producing - for each of the practices listed - 'snapshots' describing observable practices at different points along the professional development continuum, from beginner to expert. The snapshots will provide observers (and teachers) with a common vision of effective practice, a common language to describe that vision, and an objective means of measuring progress with respect to that vision.

Once the observation tool is finalized, L3 will work with the REB to train SMs and SBMs in the use of the tool and to implement a system for collecting, aggregating and analyzing the data collected. One possible mechanism for transferring the information from the SMs and SBMs in the field to the TDM at the REB will be to use mobile phone technology, such as the system developed by Human Network International (HNI), a USAID partner under the All Children Reading grants.

In Year 3, L3 will pilot a system, whether through HNI or otherwise, to collect and analyze the observation data.

#### *Outputs 4.C:*

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- List of key evidence-based instructional practices developed and validated by REB
- Classroom observation tool, keyed to instructional practices, developed and validated by REB
- SMs and SBMs trained in the use of the tool
- System for collecting, aggregating and analyzing data defined, developed, and piloted

## Activity 4.D. Improve tools and systems for assessing students' reading and mathematics competencies.

In Years 1 and 2, L3 supported the REB in establishing national standards for reading in the critical areas of fluency and comprehension. In the new draft Education Sector Strategic Plan, the principal means of measuring school quality is by tracking the percentage of students who meet these standards and reporting results in 2014 and 2016.

At the end of Year 1 and the beginning of Year 2, L3 collaborated with the REB to establish a baseline in 2012 with a national sample of 42 schools and 840 students at P3 and P5. In order to monitor improvements at a national level, the REB has requested additional technical assistance from EDC. Under the new plan, REB would absorb the cost of data collection and EDC would provide ongoing technical support for the design of instruments and the analysis and reporting of data. The table below outlines the proposed partnership.

Academic Year	Assessment	Data Collection	REB Support	L3 Support
2011	LARS: Collection of Kinyarwanda and mathematics data to set a baseline and set performance standards (cut scores)	Nationally representative sample of 2,400 students in P4 in 60 schools and 30 districts	<ul style="list-style-type: none"> <li>Planning</li> <li>Test development</li> <li>Test administration</li> <li>Data entry</li> </ul>	<ul style="list-style-type: none"> <li>Participation in planning and dissemination workshops</li> </ul>
2012	FARS: Collection of English and Kinyarwanda oral reading fluency and comprehension data to set a baseline and use normative data as a "reality check" on the cut scores for the draft national performance standards	Nationally representative sample of 840 students in P3 and P5 in 42 schools and 14 districts	<ul style="list-style-type: none"> <li>Planning</li> <li>Selection of passages and development of comprehension questions</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Test development</li> <li>Test administration</li> <li>Analysis</li> <li>Reporting</li> <li>All costs</li> </ul>
2014	LARS: Repeat of 2011 assessment FARS: Repeat of 2012 assessment	Revisit sampling for both LARS and FARS; repeat samples from previous years but also harmonize between the two assessments and expand to improve generalization (LARS recommends 150 schools for this sample)	<ul style="list-style-type: none"> <li>Training of data collectors</li> <li>Data collection and entry</li> <li>Training workshops with in-country statisticians</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Test development</li> <li>Test administration</li> <li>Analysis</li> <li>Reporting</li> <li>Costs shared between UNICEF, REB, and L3</li> </ul>
2016	LARS: Repeat of 2011 assessment FARS: Repeat of 2012 assessment	Revisit sampling for both LARS and FARS; repeat samples from previous years but also harmonize between the two assessments and expand to improve generalization (LARS recommends 150	<ul style="list-style-type: none"> <li>Training of data collectors</li> <li>Data collection and entry</li> <li>Training workshops with in-country statisticians</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Test development</li> <li>Test administration</li> <li>Analysis</li> <li>Reporting</li> <li>Costs shared between UNICEF, REB, and L3</li> </ul>

In Year 2, conversations with UNICEF in February confirmed that UNICEF would continue direct funding to the implementation of a strong national learning assessment program, although the amount of funding that will be available and the types of activities that will be supported were yet to be defined.

In Year 3, conversations with UNICEF will be ongoing. Once more information from UNICEF is available, EDC will sit down with UNICEF and REB to harmonize and coordinate resources.

#### *Output 4.D:*

- Multi-year plan for the design, implementation, and analysis of literacy/numeracy assessments developed
- Criteria finalized for the FARS end of P3 and end of P5 reading text (English and Kinyarwanda) and comprehension questions

## **Result 5: Improved Equity in Education**

### **Activity 5.B: Promote positive images of girls and other marginalized groups**

In Y2, L3 implementing partner Concern Worldwide developed and implemented training modules for Parent Teacher Committees (PTCs) with a specific module on Equity in Education.

Y3 activities will involve an expansion of the initial roll-out of the module on equity in education, focusing on reaching primary schools (PTCs) in the Southern Province of Rwanda. In addition, The module itself will be submitted to the Rwanda Education Board for review and approval.

In Y3, Concern Worldwide will actively seek to collaborate with other L3 partners active in the community, to help support the follow-up and support to PTC members in the development and implementation of their action plans. Additionally, Concern will seek to work with VSO on identifying areas of complementarity between their module on equity, delivered and directed towards PTCs, and the module they are working on around inclusive education (Activity 5.C). This will be in an effort to foster better engagement at the community level with complementary activities on the ground, as well as responding to the human capacity gaps that the Concern Worldwide team has to follow-up in the community with the PTCs, post training, which is critical to ensure impact and sustainability of the interventions.

#### *Outputs 5.B:*

- SMs, SBM, Community Based Facilitators and PTCs in L3 sites trained on BCC messages to promote positive images of girls and marginalized groups

- Evaluation data collected and program adapted for rollout nation-wide.
- Module on community support equity in education submitted to REB for review and validation
- Module and training rolled-out to PTCs in schools in the Southern Province
- Monitor implementation and impact of PTC action plans on equity in education and provide at least one case study
- Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community
- Collaborate with VSO to see how their activities around inclusive education can complement our work on equity with the PTCs

### **Activity 5.C: Train teachers and parents to address barriers**

L3 Implementing partner VSO will develop and field test a module on inclusive education, integrating material from the UNICEF Child Friendly Schools and CAPACE programs and L3 research findings from 5B. The module will, among other things, train student teachers on: 1) how to use simple diagnostic tools to identify underperforming students and 2) how to implement appropriate remediation activities. The module will also be integrated to the package of support for PTCs and developed by the local NGO for community volunteers.

#### *Output 5.C:*

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- Inclusive education module developed, validated and field tested in at least one TTC
- Diagnostic tools and remediation activities for literacy/numeracy developed (see 2.A) above
- Teachers and community members trained on how to use the tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)

### **Activity 5.D. Provide additional resources to rural, low-income areas**

The national rollout of L3 initiatives calls for additional supports to be targeted to students in rural and low-income areas. To prepare for that rollout, early in YR 3, we will work with the REB to put in place a process for identifying those schools. Once identified, the schools will benefit from the additional supports described in 1.F and 2.B above.

#### *Outputs 5.D:*

---

- Process for identifying schools in rural and low-income areas established
- Process used to identify schools in each district that correspond to that profile
- Implement additional activities in target schools (see 1F and 2.B)
- Institutional support to sector education officers to monitor progress in these schools provided

### **Activity 5.E. Increase awareness of equity issues at key nodes**

EDC will work with the College of Education of the University of Rwanda to develop curricula and standards for special needs learners, especially for the training of teachers. The details of the

support will be planned in conjunction with the College and REB, and may include working with a local NGO to pilot a particular intervention.

EDC will identify an NGO with proven experience in supporting literacy for disabled populations and in particular the deaf. A sub-award will be made to support that NGO in its focus on implementing enhanced literacy programs for special needs learners, in partnership with the College of Education and local organizations working in the area of disabilities. The terms of reference of the tender and the associated deliverables will be determined in collaboration with USAID Rwanda and the Ministry of Education and in accordance with the established budget and timelines.

#### *Outputs 5.E:*

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- Terms of reference and RFP issued for subaward for supporting literacy for disabled populations.

### **Monitoring and Evaluation**

At the beginning of the first quarter, the L3 M&E team will complete the collection of posttest data for the P1 and P2 pilot study in Bugesera. The data will be analyzed and the report, covering the baseline findings (March 2013) and the endline findings (September 2013), will be completed during the first quarter. The results will be disseminated to REB and USAID.

A further pilot study to assist the finalization of the P3 materials will be conducted during the year. Baseline data will be collected from experimental and control schools during the second quarter and posttest data in the first quarter of Y4.

The M&E team will collaborate with other partners on strategizing and planning, and perhaps implementing, a series of student and teacher assessments: FARS (with the REB), LARS (with the REB and UNICEF), and Aptis (with the REB and the British Council). L3 is proposing to use the Rwanda English Proficiency System (REPS) as an additional reporting structure for the next round of Aptis testing.

L3 will also finalize the performance indicator reference sheets and the data collection tools for each indicator.

#### *Outputs Monitoring and Evaluation:*

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- Data quality assurance procedures implemented
- Performance indicator reference sheets and data collection tools finalized for each indicator
- L3 implementing partners staff trained on M&E systems and procedures
- P1/P2 pilot reports completed and approved by REB and USAID
- Student and teacher assessment strategies and plans finalized

## *ANNEX – Year 2 Implementation Plan*

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Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
ADMINISTRATION AND MANAGEMENT														
Prepare monthly financial statements and projections	L3 admin team													
Prepare quarterly accruals	EDC home office													
Prepare monthly, quarterly and annual reports	L3 admin team													
Organize quarterly portfolio review to review progress and identify measures to ensure targets are met	L3 Project Director													
Organize monthly meetings with L3 sub awardees to review progress, network and engage in joint problem solving	L3 admin team													
Organize Monthly USAID update Meeting	L3 Admin team													
New COP and Technical Director take up posts	EDC home office													
Recruit and hire staff for acceleration	L3 DCOP													
MINISTRY OF EDUCATION/RWANDA EDUCATION BOARD PARTNERSHIP BUILDING														
Participate in continuous professional development task force	L3 Technical Director													All indicators
Co-chair school-based mentoring technical working group	L3 Technical Director													
Participate in Rwanda Reads steering committee	L3 Technical Director													
Participate in Rwanda Reads Task Force	L3 Technical Director													
Hold quarterly meetings with REB to review progress	COP/DCOP													
Develop concept paper on liaison between preservice education and schools	COP/DCOP/ Technical Director													
COMMUNICATION														
Put in place a communications plan for L3 national rollout, story writing competition and school-based mentors	L3 Communications													
Maintain/expand merged L3 Website	L3 Communications													
Produce articles on L3-supported initiatives for publication in local media outlets	L3 Communications													
Produce quarterly newsletter with REB (electronic)	L3													



Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	Communications													
Complete quarterly success stories	L3 Communications													
Distribute quarterly reports to DG, REB and DDGs	L3 Communications													
Develop one-pagers on project results	L3 Communications													
COMPONENT 1: IMPROVED QUALITY OF TEACHING														
1.A. Develop a shared vision of effective literacy/numeracy instruction and tools to measure progress with respect to that vision														
Draft national mathematics standards, P1 to P6														Number of learners receiving reading interventions at the primary level (Type: Output)
Finalize national mathematics standards and performance tasks	P. Goldenberg, REB													
Finalize national reading standards, P3 and P5														Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text. (Type: Outcome/Impact)
Validate summary report on results of study of P3 and P5 students' English and Kinyarwanda reading fluency;	L3 M&E team, REB													
Propose revised standards based on review of report	Nancy Clark-Chiarelli													
Develop tools for measuring progress with respect to standards														
Develop Term 1, P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													
Develop Term 1, P4 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													
Develop Term 2, P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													
Develop Term 2, P4 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Develop Term 3, P3 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													Proportion of students who, by the end of grade 5, are able to read and demonstrate understanding as defined by a country curriculum, standards, or national experts (Type: Outcome/Impact)
Develop Term 3 P4 school, classroom and home/community-based instruments for data collection on reading and numeracy skills	Instructional materials developers, M&E team, NAR													
Support embedding of common vision in new primary curriculum														
Participate in curriculum conference and provide ongoing support for curriculum revision process	P. Goldenberg (EDC), N. Clark-Chiarelli (ED) L3 technical team													
1.B Develop an instructional package keyed to the new standards														
Finalize instructional framework for P3 systematic early literacy, numeracy and ESL instructional materials with CPMD	L3 IM team, CPMD													Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)
Validate scope and sequence for each of the three curricular areas	CPMD													
Develop audio and print materials for P3	L3 technical team													
Finalize instructional framework for P4 systematic early literacy, numeracy and ESL instructional materials with CPMD	L3 IM team, CPMD													Number of learners receiving reading interventions at the primary level (Type: Output)
Validate scope and sequence for each of the two curricular areas	CPMD													
Develop audio and print materials for P4	L3 technical team													
1.C Complete School-based Mentoring Program (SBMP) framework and train mentors														
Support country-wide stakeholders meetings aimed at garnering support for SBM program.	L3 SBM task leader													
Support REB to develop an M&E strategy for SBMP	L3 SBM task leader													
Support SBM Technical Working Group	L3 SBM task leader													
Recruitment of SBMs and SMs														

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Provide administrative and logistical support to TDM for recruitment of SBMs and senior mentors	L3 SBM task leader													
Development of training plan and materials														
Develop Phase 2 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs	IEE													
Develop Phase 3 training module(s) on 1) principles of effective mentoring; 2) and characteristics of effective School-based Mentoring Programs	IEE													
Develop self-directed video modules to train School-Based Mentors in effective mentoring and peer-support practices which accompany training modules	IEE, L3 videographers team													
Produce interactive video-based resource packs to support SBMP (21)	VSO CPMD video technician, L3 SBM Task Leader, REB													
Procurement of technology platform														
Purchase and distribute netbooks and Pico projectors	L3 procurement team													
Implementation of training plan for P1 and P2 teachers														
Train 60 SM in mentoring techniques	IEE (with TDM)													
Train SMs on implementing effective SBMP literacy and numeracy teacher training program	L3 SBM task leader													
Training SBM on effective use of literacy and numeracy materials	L3 SBM task leader, SMs													
SBM train teachers country-wide on effective use of literacy and numeracy materials	SBMs													
Give an orientation in 90 schools to SMs and SBMs on P3 English, mathematics and Kinyarwanda teachers in use of new instructional materials, including interactive audio	SMs, SBMs, L3 IMD team													
1.D Monitor the SBMP														

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Monitor of SBMP (bi-weekly meetings of SBMs with SMs, monthly visits of SM to SBM work sites)	L3 SBM task leader, provincial coordinators, TDM													Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L3 initiative  Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support
Support to P1 and P2 teachers														
Organize bi-monthly teacher meetings using self-directed video modules to explore new instructional strategies, exchange ideas, etc.	SBMs													
Organize follow up classroom visits (observations, co-teaching, model lessons)	SBMs													
1.E Incorporate the Rwanda L3 literacy/numeracy models in TTCs														
Distribute P1 and P2 instructional materials to all 13 TTCs.	L3 Admin team													
Train TTC, VSO instructors and PCVs on effective literacy/numeracy instruction & how to use L3 materials and technologies	L3 IMD team													
Math Camps														Number of different book/story titles and problem sets authored locally
Organize Math Camps in TTCs for student teachers	VSO TTC volunteers													
Develop communications materials (articles, web postings, brochures, etc.) to publicize Math Camps	L3 Communications													
Develop and oversee the launch of a rollout plan for the Math Camps	VSO/L3 Program Implementation Coordinator													
Writers' Workshops														
Organize Writers' Workshops in TTCs for student teachers	VSO volunteers, PCVs													
Develop and implement a rollout plan for the continuation of the Writers' Workshop Initiative	CPMD VSO volunteer (Literacy)													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Support the editing of the “best products” from the different Writers’ workshops	CPMD VSO volunteer (Literacy)													
Coordinate the illustration, desktop publishing, printing and distribution of “best products” from the Writers’ Workshops	CPMD VSO volunteer (Literacy)													
Develop a “budgeted-recovery” plan to support the illustration, desktop publishing, printing and distribution of “best products” from the Writers’ Workshops	CPMD VSO volunteer (Literacy)													
1. F Pilot initiatives to improve teachers’ motivation and working conditions.														
Support to implementation of a community /literacy volunteer program														
Train community literacy volunteers	L3 Equity and Community team leader, NAR													Number of learners receiving reading interventions at the primary level (Type: Output)
Place VSO volunteer to support NAR	VSO													Number of PTAs/PTCs that undertake initiatives- to support increased teacher motivation with USG assistance
Test training program and materials (including training modules) in pilot districts	NAR													
Motivating teachers														
Module on teacher motivation piloted														Number of PTAs or similar ‘school’ governance structures supported
Module on teacher motivation submitted to REB for review and validation	Concern													Number of PTAs/PTCs that undertake initiatives- to support increased teacher motivation with USG assistance
Introduction of L3 and Concern Worldwide to 7 new Districts in the Southern Province	Concern													
Modules and Training rolled-out to PTCs in schools in the Southern Province	Concern													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Monitor implementation and impact of PTC action Plans on teacher motivation and provide at least one case study to EDC	Concern													
Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community	Concern													
Grants distributed to schools that have strong action plans, implementing activities around the 3 key priorities	Concern													
Monitor the use of grants by PTCs and write up success stories														
Commence process of engagement of new Province for Y4 roll-out as well as requisite plan for scale-up in the relevant districts.	Concern													
Distribute District Grants for Teacher Training in Effective Literacy and Numeracy Instructional Practices	L3 Equity and Community team leader													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
<b>COMPONENT 2: IMPROVED AVAILABILITY AND USE OF TEACHING AND LEARNING MATERIALS</b>														
<b>2.A. Provide all teachers and students with a comprehensive package of materials</b>														
Train senior mentors and REB inspectors on Rwanda Writes, the National Story Writing and Poetry Competition	L3 Rwanda Writes committee members, REB													
Finalize and distribute Rwanda Writes communications and submission materials	L3 communications													
Launch national story writing contest to produce read aloud books	L3 Rwanda Writes													Number of different book/story titles and problem sets authored

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	committee members, REB													locally
Evaluate Rwanda Writes submissions at national level to select overall winners	L3 Rwanda Writes committee members, REB													
Host writers' symposium and awards ceremony for Rwanda Writes winnders	L3 Rwanda Writes committee members, REB													
Do audience research for P3 and P4 print and audio materials development	P. Goldenberg (EDC), L3 Instructional Materials developers	P3			P4	P4	P4	P4						
Field test of program materials (teacher's manual, decodable texts, audio stories, etc.) and evaluation of impact on student learning and teacher practices														
Complete Term 1, P3 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													Number of textbooks and other teaching and learning materials provided with USG assistance  Number of different book/story titles and problem sets authored locally
Complete Term 2, P3 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													
Complete Term 3, P3 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													
Complete Term 1, P4 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													
Complete Term 2, P4 materials and submit to TAC (IAI programs, teacher's manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Instructional Materials developers													
Complete Term 3, P4 materials and submit to TAC (IAI programs,	Instructional													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
teacher’s manual, read-aloud stories, decodable texts, audio stories, primers, etc.)	Materials developers													
Monitor use of materials and observe classrooms (ongoing)	L3 M&E and IMD teams and Provincial Coordinators													
Adjust program inputs, based on data from implementation monitoring	L3 IMD teams													
Roll out of program nation wide														
Purchase and distribute cell phones, Pico projectors and other equipment	L3 Admin team, M&E													Number of schools using Information and communication technology due to USG support (Output)
Print and distribute P1 and P2 teacher’s manuals, read-aloud books, audio materials	L3 Admin team, M&E			P	D									Number of textbooks and other teaching and learning materials provided with USG assistance
Print and distribute Term 1 P1 and P2 decodable texts	L3 Admin team, M&E			P	D									
Print and distribute Term 2, P1 and P2, decodable texts	L3 Admin team, M&E					P	D							
Print and distribute Term 3, P1 and P2 decodable texts	L3 Admin team, M&E								P	D				
2.B Pilot additional innovative tools and materials in rural and low-income regions														
Mobile libraries														
Validate procedures for managing mobile libraries	L3 Equity and Community team leader, REB													Number of learners receiving reading interventions at the primary level (Type: Output)
Purchase second tranche of Kinyarwanda reading materials	L3 Equity and Community team leader													Number of textbooks and other teaching and learning materials provided with USG assistance
Collect and analyze data on implementation of mobile libraries	L3 Equity and Community team leader, PCVs, L3 M&E													Average increase in parity of student’s performance in literacy at P3 level in L3 supported schools, as
Orientation of additional CSOs on mobile library management	L3 Equity and													



Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	Community team leader, PCVs													measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Implement plan for expanding program to 20 more communities	L3 Equity and Community team leader, PCVs													
Book donations														
Distribute literacy materials to TTCs from International Book Bank	L3 Logistics Manager													Number of textbooks and other teaching and learning materials provided with USG assistance
Obtain additional books for TTCs from International Book Bank	L3 Logistics Manager													
Distribute literacy materials to TTCs from International Book Bank	L3 Logistics Manager													
2.C Support student, teacher and community production of low-cost/no-cost materials														
Train TTCs, SM and SBM on how to make and use lo-cost/no cost instructional materials through Writers' Workshops and Math Camps	VSO L3 Advisors, L3 SBM Task Leader													Number of textbooks and other teaching and learning materials provided with USG assistance
Facilitate regular “make and take sessions” for SBMs	SMs													Number of different books and problem sets authored locally and reproduced for use in schools
Facilitate regular “make and take” sessions for teachers in field schools	SBMs													
Produce video-module on how to make and use low-cost/no-cost materials developed and available for use by SBMs and SMs	VSO CPMD video technician, L3 SBM Task Leader													
Supplementary materials to support implementation of literacy and numeracy programs produced locally and distributed to schools via Ministry instructional materials distribution network														
Reproduce and distribute materials produced at writer’s workshops and math camps validated by national selection committee	VSO CPMD Literacy volunteer													
2.D Promote a culture of reading														

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Pilot new concise Module on community support to literacy														<p>Proportion of (P2) students reading with fluency and comprehension after two years of schooling</p> <p>Proportion of students who, by the end of primary school, are able to read with comprehension, according to their countries' curricular goals</p> <p>Number of PTAs or similar 'school' governance structures supported</p>
Module on community support to literacy submitted to EDC technical team and REB for review and validation														
Module and Training rolled-out to PTCs in schools in the Southern Province														
Monitor implementation and impact of PTC action Plans on community support to literacy and provide at least one case study to EDC														
Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community														
Procure and Print BCC Materials, once approved by REB, and develop a distribution plan (via Concern staff and CBF, commencing in the Southern Province)														
Integrate the BCC materials into the PTC training														
Monitor the impact of the messages disseminated														
Collaborate with other L3 volunteers on ensuring a consistent behavior change communication strategy and seek ways to capitalize on other L3 partners' activities in the community around literacy activities	Concern													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Launch and monitor impact of local campaign to promote reading, built on key messages	Concern, VSO TTC and MTD volunteers													
Launch TTC outreach program	VSO TTC Literacy volunteers													
<b>COMPONENT 3: SUPPORT FOR ENGLISH</b>														
<b>3.A Develop a program to transition teachers (and students) to English as a language of instruction</b>														
(See activities in 2A above)	English IMD team													<p>Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)</p> <p>Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)</p> <p>Number of learners receiving reading interventions at the primary level (Type: Output)</p>
<b>3.C Use the SBMP to reinforce teachers' English</b>														
														<p>Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)</p>
Identify additional ESL audio and/or video materials for uploading to L3 audio and video players	E-intern, EDC home office, L3 SBM task manager													
Upload MP3 versions of interactive English audio programs, additional read aloud sessions (in English), as well as British Council produced/	L3 Admin team													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
supported ESL programs														
Organize regular SBM activities, facilitated in English with English support materials	SBMs													
Development of English language diagnostic tools														
Continue to work with and advance the English Language Assessment Technical Working Group.	VSO TDM volunteer													
Refine senior mentor and SBM training manuals for assessment tools														
Extend practical training of mentors for implementation.														
Monitor implementation of Basic User tools in the first term and Independent User tools in the second.	VSO TDM volunteer													
Develop content for use by SBMs which is directly linked to the tools through the creation of a resource bank.														
Design a progress tracking mechanism for use by SBMs to show impact and improvement in English levels.	VSO TDM volunteer													
3.D Revise the existing English curriculum (activities carried out concurrently with 1.A)														
Clarify with CPMD process for revising existing English curriculum and nature of L3 support to that process	L3 technical director													Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)
Implement required support to revision of exiting English curriculum to ensure alignment with L3 materials and new national standards	L3 technical director													
COMPONENT 4: STRENGTHEN MINISTRY CAPACITY														
4.A.Strengthen REB central capacity														
Implement technical projects to strengthen MINEDUC capacity	EDC													All indicators
Advise on policies in support of L3 Initiative objectives (ongoing)	EDC													
Participate in Continuous Professional Development Task Force	L3 Technical Team manager													
Co-chair SBM technical working group	L3 Technical Director or her													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	designee													
Participate in Rwanda Reads Task Force and Technical Committee	L3 Technical Director or her designee													
Activity 4.B Transform TTCs into centers of excellence for literacy and numeracy														
														Number of student teachers trained by L3 VSO Literacy Specialists assigned to TTCs
Organize working sessions to develop English communications course	VSO TTC volunteers, TTC Instructors													
Recruit and appoint 13 VSO volunteers to TTCs	VSO													
Initiative activities to develop a culture of reading in two TTCs	VSO TTC Literacy volunteers													
Organize school outreach program in schools in TTC catchment area (see 2.D above) to reinforce effective reading and mathematics instructional practices	VSO TTC Literacy volunteers													
Organize instructional materials making workshops (see 2.C above)	VSO TTC Literacy volunteers													
Organize Writers' Workshop and Math Camps (see 1.E)	VSO TTC Literacy volunteers													
Launch Reading Awareness Campaign (see 2.D above)	VSO TTC Literacy volunteers													
4.C. Develop tools and systems for monitoring teacher practices														
Devise system for collecting and aggregating data to monitor progress overall SBM Technical working group														Proportion of teachers in SBMP using literacy/ numeracy methods and materials introduced by the L3 initiative
4.D. Improve tools and systems for assessing students' reading and mathematics competencies														
Develop plan to harmonize L3 and UNICEF support to student assessment	L3 M&E team & REB													Number of impact evaluations conducted (Type: Output)
Mobilize technical resources required to implement plan	L3 M&E team &													

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
	REB													
Develop criteria for P3 and P5 reading texts, to measure fluency	L3 M&E team & REB													
Field test instruments to ensure their validity and reliability	L3 M&E team & REB													
Collect P3 and P5 reading fluency data in nationally representative sample	L3 M&E team & REB													
Analyze results and submit final report to REB for validation	L3 M&E team & REB													
COMPONENT 5: IMPROVED EQUITY IN EDUCATION														
5.B Promote positive images of girls and other marginalized groups														
Module on equity in education piloted														Number of PTAs or similar 'school' governance structures supported
Module to on community support equity in education submitted to EDC technical team and REB for review and validation														Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Module and Training rolled-out to PTCs in schools in the Southern Province														
Monitor implementation and impact of PTC action Plans on equity and provide case studies to EDC														
Seek ways to collaborate with L3 partners (particularly those working at the community level; SBMs and Provincial Coordinators) and local authorities to support follow-up and support on PTC action plans in the community														

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
Collaborate with VSO to see how their activities around inclusive education can complement our work on equity with the PTCs														
5.C. Train teachers and parents to address barriers														
Implement module on inclusion for TTC, using L3 materials	VSO													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Develop diagnostic tools and remediation activities for literacy/numeracy (see 2.A) above	EDC													
Train teachers and community members on use of tools and activities to reach struggling students (See 1.C, 1.D and 2.A above)	SM, SBM, VSO													
5.D. Provide additional resources to rural, low-income areas														
Provide rural and low-income areas for additional materials (cell phones, portable libraries...), see 2.B above	EDC													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Implement community volunteer program (see 1.F above)	NAR													
5.E. Increase awareness of equity issues at key nodes														
Plan with REB and the College of Education support for special needs education and submit proposal to USAID'	L3 Technical Director													Average increase in parity of student's performance in literacy at P3 level in L3 supported schools, as measured by % of students who meet Rwandan minimal standards for fluency (correct words per minute)
Develop Terms of Reference and RFP for subaward for supporting literacy for disabled populations.	L3 Technical Director													
Ally with UNICEF's Child-Friendly Schools approach	L3 Equity and Community team leader													
MONITORING AND EVALUATION														

Activity	Responsible	YR 3 (10/1/13 to 9/30/14)												Corresponding Indicators
		10	11	12	1	2	3	4	5	6	7	8	9	
General performance monitoring and evaluation														
Conduct semi-annual field visits to ensure data quality	L3 M&E team													All indicators
Collection of data for monitoring L3 performance with respect to indicators	L3 M&E team, Concern, VSO, IEE, NAR													
Implementation of data quality assurance procedures (to verify accuracy of data submitted, entered and archived)	L3 M&E team													
Production of summary reports for quarterly and annual reporting on indicator targets	L3 M&E team													
Contribute to quarterly portfolio reviews and annual review of L3 Initiative performance	L3 M&E team													
Evaluation of P1/P2 and P3 field test														
Collect P1/P2 Mid-term Impact Evaluation data	L3 M&E team													
Analyze data and complete P1/P2 Mid-term Impact Evaluation Report	L3 M&E team													
Presentation and validation of Mid-term Impact Evaluation Report	L3 M&E team													
Revise Mid-term Impact Evaluation Report based on any feedback received	L3 M&E team													
Identify a sample of schools for testing P3 impact	L3 M&E team													
Design and pilot instruments for P3 impact evaluation	L3 M&E team													
Train data collectors on P3 impact evaluation tools	L3 M&E team													
Collect data for P3 impact evaluation baseline	L3 M&E team													
Analyze data and complete P3 Impact Evaluation Baseline Report	L3 M&E team													
Baseline Evaluation of P1 to P4 for Teachers' English language skills														
Produce summary report of data collected in FY 2013	L3 M&E team													Improved English language skills among primary teachers benefiting from L3 Initiative support (percentage increase over baseline)